



Behaviour policy and statement of behaviour principles

Thursfield Primary School



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Contents

1. Introduction	2
2. Core Beliefs	3
3. Aims	3
4. Legislation, statutory requirements and statutory guidance	3
5. School behaviour curriculum	4
6. Strategies for positive behaviour	5
7. Rewards.....	6
8. Stepped boundaries.....	7
9. Serious behaviour incidents	7
10. Bullying	8
11. Roles and responsibilities	9
12. Safeguarding	11
13. Reasonable Force	11
14. Confiscation and searches	11
15. Off-site misbehavior.....	13
16. Online misbehavior.....	13
17. Suspected criminal behaviour.....	13
18. Sexual harassment and sexual violence.....	13
19. Malicious allegations.....	14
20. Suspension and permanent exclusion.....	14
21. Responding to misbehaviour to pupils with SEND.....	14
22. Supporting pupils following a sanction.....	15
23. Pupil transition.....	15
24. Training.....	16
25. Monitoring.....	16
26. Links with other policies.....	17
Appendix 1: written statement of behaviour principles.....	18
Appendix 2: behaviour log.....	20
Appendix 3: Behaviour Blueprint and flowchart	21

1. Introduction

At Thursfield Primary School, we want to create an environment that is safe, where everyone feels respected and where students come into each lesson ready to engage in learning. Everyone in our school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

We recognise that each individual child is at a different stage of social learning. Only through a consistent approach to supporting their behaviour will we be able to achieve an environment in which children can learn and develop as caring and responsible people.

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Thursfield. It is a working document designed to enhance the development of positive relationships between children, adults working in school, parents and other members of the wider school community. It is the result of consultation with pupils, parents, governors and staff and reflects current and developing practice within the school.

The fair and consistent implementation of our Behaviour Policy is everyone's responsibility.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

2. Our Core Beliefs

- Behaviour can change and every child can be successful.
- Positive, targeted praise is more likely to change behaviour than blaming and punishing.
- Reinforcing good behaviour helps children feel good about themselves.
- An effective reward system and celebrating success helps to further increase children's self-esteem enabling them to achieve even more.
- Understanding each child's needs and their individual circumstances helps us to act in the fairest way possible for that child, at that moment

3. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

4. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)

- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice.](#)

In addition, this policy is based on:

- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy

This policy complies with our funding agreement and articles of association.

5. School Behaviour Curriculum: The Thursfield Way

Be Ready, Be Respectful, Be Responsible

We recognise that clear structures of predictable outcomes have the best impact on behaviour. Our school's principles for behaviour sets out the *rules*, *relentless routines* and *visible consistencies* that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

Our school has three simple rules: '**Be Ready, Be Respectful, Be Responsible**', generated through discussions with staff, pupils and parents and which are applicable to a wide variety of situations. These rules are explicitly taught and modelled by all members of our school community.

However, we also understand that for some children, following our behaviour expectations are beyond their current developmental level. In this case, these children will have access to bespoke positive behaviour plans, which may include carefully targeted sanctions and rewards to reinforce positive behaviour.

The Five Pillars

Our Behaviour Policy is based on these Five Pillars:

- Consistent, calm adult behaviour.
- First attention for best conduct.
- Relentless routines.
- Scripting difficult interventions.
- Restorative follow up.

6. Strategies for Positive Behaviour

At Thursfield Primary School, the use of a positive reward system will ensure the positive and appropriate behaviour of our children, at all times. All classes collect 'Dojo points' which are linked to the School rules

'Ready, Respectful, Responsible'. All children are all aware of how they can earn Dojo points. Each week the class winner is awarded a prize during Golden Book assembly.

We believe that fostering high expectations and recognising positive behaviour promotes positive behaviour in others. We aim to 'catch children' and reward them for being good. We expect and promote: -

'We Care, We Share, We Dare to Dream' – following the school's values. Teamwork, Inclusion, Courage, Kindness, Empathy, Trust

Every child at Thursfield has the right to learn, free from distractions caused by the behaviour of other children.

Appropriate Behaviour in the Classroom is encouraged by:

- Making expectations explicit
- Creating individual class charters these link to the school rules: - 'Ready, Respectful, Responsible'
- Ensuring that consistent routines are in place for:
 - Entering and leaving the classroom.
 - Tidying up
 - Organisation and storage of resources
- Holding weekly Circle Times
- Setting clear boundaries
- Praising appropriate behaviour
- Showing respect to children and encouraging them to respect each other and themselves
- Being fair and consistent
- Using an appropriate voice at an appropriate time
- Creating an atmosphere in which all adults and children are valued and respected
- Having a clear system of rewarding appropriate behaviour
- Attempting to focus on positive behaviour
- Displaying school/class/ consequences of inappropriate behaviour in the classroom
- Making expectations explicit through displays, books, assemblies and half termly /ongoing pupil progress meetings.

Staff and Governors have agreed on and put in place the following routines, so that children feel secure in their school day within particular boundaries which impact on positive behaviour.

- Children should not be in class without a member of staff
- Each class has their own classroom charter on display – to identify classroom behaviour these link to the school rules: - 'Ready, Respectful, Responsible'
- Weekly circle time sessions are used to review, revisit and implement the principles in the schools' behaviour policy; foci identified in termly/weekly planning. Also weekly class assemblies provide opportunities to discuss and promote positive behaviours.
- Classroom rules and expectations are revisited at the beginning of each ½ term and when appropriate. Classrooms and behaviour are dealt with age appropriate yet with still the ethos being developed and pursued.

Appropriate Behaviour in the Playground is encouraged by:

Having clear and consistent routines for:

- Entering and leaving the playground
- Getting out and clearing away equipment
- Regularly reminding children of the established rules and routines.
- Ensuring that all children have equal opportunities to use the equipment
- Ensuring that all children have equal opportunities to use the different playground areas.
- Adults on duty becoming involved and initiating playground activities
- Playground leaders are used to encourage inclusion of all children

Roles and Responsibilities: - All staff who carry out playground duties.

Appropriate Behaviour at Lunch Time.

- All adults manage lunchtime in a consistent way and are valued
- Ensure safety of children is paramount
- Manage seating arrangements as appropriate
- Having clear and consistent routines
- Modelling good table manners
- Providing playground equipment that helps stimulate and promote positive play.

Roles and Responsibilities: - Lunchtime supervisors, Teaching and Support Staff, Senior Leaders involved in playtime and lunchtime duties.

Appropriate Behaviour Around the School

All adults have an equal responsibility for recognising positive behaviour and praising it, similarly for dealing with inappropriate behaviour. The aim is to promote impeccable conduct at all times from our children. The atmosphere around the school must be happy and purposeful.

7. Rewards

Personal Rewards:-

- All classes collect Dojo Points
- These are linked to our school rules 'Ready, Respectful, Responsible'
- There is an extra icon for 'Above and beyond'
- Class teacher, Teaching Assistant and cover staff can award Dojo's within their class
- The child with the most Dojo points will choose from the prize table during Golden Book assembly on Fridays.
- Visit to the Head Teacher
- Parents informed of good behaviour via the child's planner, email, certificates, stickers, reports
- Lunchtime certificates, given by Lunchtime Supervisors

Class Rewards:-

- Each class has a pom-pom jar within their classroom
- Each class will collect Pom Poms to fill their jar when they have worked as a team.
- When the jar is full, the class receive a prize.
- Each class will create a personal prize list that they will work towards.
- Golden Time

8. Stepped Boundaries

Consequences need to be immediate, short and appropriate for the behavior and only aimed at the behaviour not the child.

This section outlines the steps an adult should take to deal with misbehaviour in the classroom. It includes micro-scripts for each step to ensure consistency in language and predictability for pupils which, in turn, results in all children being treated fairly. Staff should always use a measured, gentle approach; referring to the child by name; lowering themselves to the child's physical level; making eye contact; delivering the required message; and then leaving the conversation to allow the child 'take up time.'

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Steps for dealing with misbehavior

<p>1. Reminders Given</p> <p>I am reminding you how to behave and of our expectations</p>	<p>2 . Moved to Amber</p> <p>This Behaviour is Unacceptable</p>	<p>3 . Moved to Red</p> <p>This is a Serious Misbehaviour</p>
<p>Distracting other children from learning, Lack of respect for others or property, Not joining in learning without a good cause, using inappropriate phrases or language (stupid, idiot) Causing careless damage.</p>	<p>Persist use of reminder behaviours- more than 6 times in a day or isolated acts of - pushing, kicking, hitting, fighting, biting etc. Straight to amber – Any behaviour that causes harm to another individual or property must be recorded and reported to SLT.</p>	<p>-Persistent use of amber types of behaviour or 2 incidents in a single week. Or direct move to red as a result of:</p> <p>-Use of direct verbal abuse/ bad language/ comment to any member of the school community (swearing or racial abuse)</p> <p>-Use of bullying behaviour (See also to Anti- Bullying Policy)</p> <p>- Use of dangerous behavior</p> <p>-Vandalism of the school buildings/property</p> <p>-Use of aggressive, behaviour with intent to cause deliberate injury</p> <p>-Leaving the school grounds without permission</p>
<p>6 reminders given in one day before being moved to Amber- Dealt with by class teacher. 3 minutes of playtime missed.</p> <p>If persistent reminders are being used an ABCF chart should be completed and a discussion with Pupil Mentor</p>	<p>Loss of break time (10 minutes)- spoken to by key stage lead and move to amber logged by key stage lead or class teacher.</p> <p>Parents informed by class teacher.</p> <p>Persistent moves to amber should result in an IBP being completed when agreed and discussed with SLT.</p>	<p>Internal/ External suspension/exclusion</p> <p>Meeting with parents and SLT member</p> <p>Dealt with by HT/ DHT/ SLT Reintegration meeting</p>

Summary of example behaviours and consequences

1. Reminders

3 reminders by staff of behaviour expectations, this is dealt with by the class teacher. 3 minutes missed if a child gets to reminder 3.

2. Amber

This behaviour is Unacceptable- Children will be moved to amber if they do not change their behaviour after 5 reminders in a day.-This is dealt with by the key stage lead and ten minutes of playtime is missed, plus ten minutes of extra play at the end of the week. This can also be isolated acts of - pushing, kicking, hitting, fighting, biting etc. Any behaviour that causes harm to another individual or property must be recorded and reported to SLT.

3. Red

This is a Serious Misbehaviour - If children continue to disrupt the learning of others or behave in a way that is not in line with our expectations after another 2 reminders then they will be moved to red. Or direct move to red as a result of: Use of direct verbal abuse/ bad language/ comment to any member of the school community (swearing or racial abuse)

- Use of bullying behaviour (See also to Anti- Bullying Policy)
- Use of dangerous behavior
- Vandalism of the school buildings/property
- Use of aggressive, behaviour with intent to cause deliberate injury
- Leaving the school grounds without permission

This will be dealt with by the HT or in her absence the DHT and a phone call will be made to parents.

Staff work with parents and carers and ensure that if sanctions have been in place, these are communicated appropriately.

Restorative Conversations

- Following incidents of poor behaviour, it is imperative that the teacher who initially dealt with the behaviour (supported by a colleague or a member of SLT if appropriate) should conduct a restorative conversation with the pupil. This will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to evaluate and reflect on their behaviour.
- The questions used will depend on the age and individual needs of the pupil. For the youngest children, the two questions in bold should be used initially, with other questions being used if appropriate, so the children learn early on in their school life that their actions have an impact on others and also consequences for them.
- As a school we recognise that behaviour is a way of communicating emotions. Where children persistently struggle to self-regulate their behavior-class teacher's will work in conjunction with parents/carers, SLT, SENDCo and the pastoral team to devise an individual support plan.

9. Serious Behaviour Incidents

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are

computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content

- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers

Any of these behaviours will result in an instant move to Red (see above) as well as an additional sanction specific to the child and behavior which will be decided by the class teacher in conjunction with SLT.

Red Card incidents will also result in either a phone call home from the class teacher, or a face-to-face conversation between the parent/carer and class teacher at the end of the day. (Depending on the severity, this may be from the Headteacher or a member of SLT) All red card incidents should be recorded on the school behavior tracking system.

10. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

TYPE OF BULLYING	DEFINITION
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

11. Roles and responsibilities

11.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

11.2 The headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

11.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently

- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

11.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

11.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
 - The school's key rules and routines
 - The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
 - The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

12. Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information

13. Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 2 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

14. Confiscation, searches

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**

- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of. A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

15. Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school

- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

16. Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

17. Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

18. Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report

- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information

19. Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

20. Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

21. Responding to misbehaviour from pupils with SEND

21.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))

- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

21.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

21.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

21.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

22. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school. This includes a reintegration meeting.

23. Pupil transition

23.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

23.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

24. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of restraint
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

25. Monitoring arrangements

25.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including amber and red cards
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every half term by a member of SLT.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

25.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the Local Governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 25.1)

26. Links with other policies

This behaviour policy is linked to the following policies

- Exclusions policy
- Child protection and safeguarding policy
- Physical restraint policy
- Mobile phone policy

- Anti-Bullying Policy
- Home-school agreement

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstance

Appendix 2: behaviour log- recorded on school system

PUPIL'S NAME:	
PUPIL'S KNOWN PROTECTED CHARACTERISTICS:	[sex, race, disability, religion or belief, gender reassignment, pregnancy/maternity, sexual orientation]
NAME OF STAFF MEMBER REPORTING THE INCIDENT:	
DATE:	
WHERE DID THE INCIDENT TAKE PLACE?	
WHEN DID THE INCIDENT TAKE PLACE? (BEFORE SCHOOL, AFTER SCHOOL, LUNCHTIME, BREAK TIME)	
WHAT HAPPENED?	
WHO WAS INVOLVED?	
WHAT ACTIONS WERE TAKEN, INCLUDING ANY SANCTIONS?	
IS ANY FOLLOW-UP ACTION NEEDED? IF SO, GIVE DETAILS	
PEOPLE INFORMED OF THE INCIDENT (STAFF, GOVERNORS, PARENTS, POLICE):	

Behaviour Blueprint

The Thursfield Way

We care, we share, we dare to dream




Our School Values:

Teamwork
Inclusion
Courage
Kindness
Empathy
Truth

Our School Rules:

Be Ready
Be Respectful
Be Responsible

All Adults at Thursfield

Primary School strive to be:

- Calm, consistent & fair
- Relentlessly positive & have high expectation for all
- Committed to supporting regular opportunities to reflect on, repair and restore all relationships

Restorative Questions

1. What has happened?
2. Who has been affected by the actions?
3. How did you/they feel?
4. How can we make things better because I care about your actions?
5. What have you learned from this?

Those underlined should be used with the youngest children.

Microscript

I notice you are...
We care about you here and expect you to...
Thank you for listening.

Red Card Behaviours

Serious misbehaviour including physical violence, swearing, racism, homophobia, Straight to red, with an additional restorative conversation with SLT, and a conversation with parents. Appropriate next steps discussed and agreed.



BEHAVIOUR FLOWCHART



#1 Reminder 1



#2 Reminder 2

#3 Reminder 3
3 minutes of next playtime lost



#4 Reminder 4
Time out in another classroom



#5 Reminder 5



#6 Reminder 6
Amber card issued. Ten minutes of next playtime lost and ten minutes lost from extra play on Friday. Parents informed.



#7 Reminder 7



#8 Reminder 8
Red card issued.



Fresh start for each child each day.
Amber/Red cards recorded on the school behaviour system.